DOCUMENT RESUME

ED 395 115 CE 070 931

AUTHOR	Aaronson, Judith; And Others
TITLE	Parenting Skills through Children's Literature.
INSTITUTION	Goodwill Industries of Pittsburgh, PA.
SPONS AGENCY	Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE	95
CONTRACT	98-5026
NOTE	116p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Adult Education; *Child Development; Child Rearing; *Childrens Literature; *Curriculum Development; Curriculum Guides; Early Parenthood; Parent Child Relationship; *Parent Education; *Parenting Skills; Pretests Posttests; *Young Adults
IDENTIFIERS	353 Project

ABSTRACT

This report describes a project that developed and implemented a curriculum to teach young parents parenting skills through themes presented in children's literature. Parenting/child development issues were researched, comparable children's literature was located, and short brochures were written to accompany each lesson. The program was delivered as a one-credit course in 16 1-hour lessons. Each lesson consisted of discussion, group exercises, reading a children's book, and a writing activity for homework. Results of a pretest/posttest administered to participants showed that attitudes about child rearing became more positive, a slight change in behavior was found, and participants reported they were more knowledgeable about parenting/child development issues and used less physical punishment than before. The 13-page report is accompanied by the curriculum guide, pretest/posttest, and parenting brochures. The curriculum guide consists of 16 lessons, each of which consists of goals, objectives, methods and procedures, and homework. Topics include the following: choosing child care; families; feelings and self-esteem; attachment; time management; communication; partner relationships; preventing violence; toilet training; families reading together; safety; talking to children about death, divorce, and loss; bedtime issues and fears; and positive discipline. A supplemental children's book list is appended to the guide. (YLB)

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PARENTING SKILLS THROUGH CHILDREN'S LITERATURE

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1994-1995

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$5,490

98-5026

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Abstract

Title: Parenting Skills Through Children's Literature

Project Number: 98-5026 **Funding $5,490**

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Purpose:

The primary purpose for this project was to develop and implement a curriculum to teach parenting skills through themes presented in children's literature. The intended outcome was to improve young parents parenting skills.

Procedures:

Many topics were considered for inclusion in the curriculum therefore a survey of interest of young parents at CCAC was conducted. The results pointed to the topics of utmost importance to teen parents. The medium of children's literature was targeted because of its relevance to parents of young children and because it is written at a level easily understood by parents. A period of 4-6 months was spent researching parenting/child development issues, locating comparable childrens literature and writing short concise, fun brochures to accompany each lesson. The program was delivered as a 1 credit course in 16 one hour lessons. Each lesson consisted of discussion, group exercises, reading a children's book and a writing activity for homework.

Findings/Comments:

A pre-test and post-test were given to the participants. The results show that the training seems to be have been successful because attitudes about child rearing became more positive. The results of the tests show a slight change in behavior. Participants reported in their written evaluations that the class helped them become more knowledgeable about parenting/child development issues and they felt better prepared for the challenges of parenting. Finally, parents reported using less physical punishment than before they took the class.

Products:

A complete curriculum guide with goals, objectives, activities, and homework is available for use by parenting instructors in both credit and non-credit courses, as well as, a series of illustrated brochures highlighting the most essential information. In addition a bibliography offering alternative children's book selections is available.

PARENTING SKILLS THROUGH CHILDREN'S LITERATURE

Introduction

This curriculum was designed to deliver traditional parenting skills content in a new format integrating developmental issues with children's literature. The curriculum emphasizes the discussion and exchange of ideas related to parenting issues as well as the development of an appreciation for children's literature in parents. Goodwill Literacy Initiative and Community College of Allegheny County believed that this format would significantly raise the interest level of the learners while respecting and celebrating issues of cultural diversity. Traditional parenting curricula, while presenting important and meaningful content, do not always engage the interest of the young parents who are struggling to function within their new role as responsible adults. Dr. Janice Kelly, Director of CCAC's Women's Center collaborated with Penny Klosterman-Lang from Goodwill Literacy Initiative, in writing and implementing the curriculum.

During the 1994 fall semester work was begun on the curriculum for this project through surveying the needs of students and observing a parenting class. Occasionally, a children's book was introduced for discussion on a particular parenting issue. By December 1994 the curriculum was completed. It was

implemented during spring semester beginning in January 1995.

This report would be most useful for anyone working with teen parents in high schools, community colleges and community based organizations. Copies of this report are available through:

Pennsylvania Department of Education
Bureau of Adult Basic and Literacy Education
AdvancE Office
333 Market Street
Harrisburg, PA 17126-0333
800-922-2283

WPALRC
5347 William Flynn Highway
Gibsonia, Pa 15044

STATEMENT OF THE PROBLEM

The importance of teen parents understanding and demonstrating good parenting skills cannot be overstated. Their children are at high risk for living in poverty, infant mortality, lower educational attainment, and involvement from Children and Youth Services staff. This is particularly critical in Western Pennsylvania because Pittsburgh has the highest percentage of unmarried teen births of all large U.S. cities (Adolescent Resource Network). The growing movement toward the Family Support Model of service delivery holds that preventing problems is the most effective approach to dealing with families. The family resource center in Chicago states that "parents who are confident and competent in their parenting roles are more likely to raise healthy productive children." This proposal was designed to increase the capacity of young parents to nurture their children.

PROGRAM GOALS AND OBJECTIVES

The overall goal of the Parenting Skills Through Children's Literature project was to develop and implement a new curriculum which would increase parental understanding of child development issues through the medium of children's literature. To reach this goal participants of CCAC's Women's Re-entry/Young Parents Block enrolled in this newly designed parenting course. The objectives of the project were:

1) To develop sixteen individual lesson plans-each based on a selection of children's literature and a specific child development/parenting issue.
2) To identify parenting-skills materials for supplemental use.
3) To pilot the sixteen lessons to teen parents, ages 17-21.
4) To assess participants' entering knowledge of, and attitudes toward, parenting through administration of a written pre-test.
5) To assess learners' change in knowledge of, and attitudes toward, parenting through administration of a written post-test.
6) To facilitate an increase in the amount of time that parents spend reading to their children at home.

PROCEDURES

Phase I: Coordination (July-October 1994)

Goodwill Literacy Initiative developed contact with the Community College of Allegheny County to discuss the possibilities of being a partner in a family literacy program for young teens. The Women's Center, on Allegheny Campus was looking for a new way to develop a parenting program for their young parents.

Penny Lang was hired to be project coordinator for Goodwill Literacy Initiative and Janice Kelly,from CCAC's Women's Center, volunteered as a collaborator. Meetings were held and a plan of operation was devised. After topics were decided upon the staff consulted with management of a local children's bookstore to select culturally diverse children's books that represented the key parenting topics.

Phase II: Planning (November-December 1994)

During November and December the curriculum was developed. Staff reviewed literature on parenting programs, observed existing parenting classes and interviewed experienced parenting instructors to obtain their perceptions of relevant course content and process.

Phase III: Implementation (January-May 1995)

Beginning in January of 1995 the course was taught by a member of Goodwill Literacy Initiative and co-facilitated by a faculty member of CCAC. A group of 20 young parents whose children's ages ranged from 5 months to 3 years, were in session for one hour a week for 16 weeks. A pre-test that measured parents entering knowledge of important child development/parenting issues was administered prior to the start of the course.

Phase IV: Evaluation (May-June 1995)

A post-test was administered to assess learners knowledge and attitudes as a result of participation in the lessons. In addition the class wrote their reflections on the new meanings they gained on being a parent.

RESULTS

Objective 1

A curriculum guide with sixteen individual lesson plans was developed. Each lesson plan addressed a specific child development/parenting issue. The instructors used a quality children's book for a centerpiece of each session. Young parents participated in discussion of important topics and observed the instructor modeling the use of children's literature. Each lesson plan included goals, objectives, and methods.

Objective 2

Numerous parenting skill materials were gathered and examined for relevancy to teen parents. In some cases, special readings were selected for students. In other cases, special topical brochures with clear facts, information and graphics on parenting issues were developed. The students received an attractive binder that included the colorful brochures, selected readings, homework assignments and a place for notes.

Objective 3

Approximately 20 young parents, ages 17-22 enrolled in this 1 credit parenting course. Students were encouraged to get acquainted with one another, and to share information about their children and their parenting concerns. The climate of the class was one of openness, active participation and respect for one another's values and opinions on child rearing. Instructors remained non-judgmental and gave constructive, positive feed back. The following childrens books were chosen and distributed because of their relevancy, interest level and enjoyment:

Love You Forever: by Robert Munsch

Billy the Great: by Rosa Guy

Pottytime: by Anne Civansi & Jonathon Langley

Brown Bear, Brown Bear: by Bill Martin Jr. & Eric Carle

Cory's Counting Book: by Caryl Koelling

Dinosaur Beware: Marc Brown & Stephon Kiensky

Based on students self reports that discipline was their most stressful parenting issue, the book Positive Discipline-Setting Limits was chosen for the final lesson.

Objective 4 & 5

A pre-test was designed to measure participants attitudes and behaviors. The first section of the questionnaire concerned parents' opinions about the value of child rearing practices and contained 20 questions. The highest possible score was 100. The second section included 14 questions that looked at parental behavior. The most a participant could score was 70. This same questionnaire was administered at the end of the course. The attitudinal scores increased after parenting training, but the self-reported behavior was slightly less positive after training than before. (See Appendix IV)

The training seems to have been successful because parents attitudes about child rearing became more positive (an average of 79 in the pre-test to 86 on the post-test) and attitudes often are not immediately followed by new positive behaviors (an average of 57 pre-test down to 55 post-test.)

Objective 6

No formal measure was conducted on the amount of time that parents spent reading to

their children at home - but the week after a book was given, discussion ensued over their reactions and their childrens' reactions to the book. According to self reports, the amount of time spent reading increased.

EVALUATION

The project goal and objectives were evaluated weekly as well as at the end of the 16 sessions. In addition, a post-test was administered, measuring attitudes and behavior change that may have been impacted by the course content. Students were asked to write a personal evaluation of the course. The students comments included some of the following themes:

- The discussions were good.
- It answered many questions for them.
- It allowed them to see others points of views.
- They learned a lot from parenting class.
- They recommended the class to other young parents.
- They liked associating with other young parents.
- They questioned their practices of potty training at an early age and of using physical punishment.

CONCLUSIONS AND RECOMMENDATIONS

From students written comments and verbal interactions with staff, the course seems to have been very successful.

During the sixteen week sessions the women became more open about their particular struggles as parents. They valued other points of view and some of their attitudes began to change.

They become more interested in the developmental stages of their childrens' growth and more comfortable with what was normal for each stage.

They found great joy in reading to their children and began sharing titles of their favorite books with one other.

Their experience as a first semester student at a community college seemed to be enhanced by their participation in a parenting class where they felt a sense of belonging and a sense of becoming the best possible parent.

A party at the end of the semester where parents brought their children solidified their bonds with one another and let them know the staff really cared about them.

Recommendations:

1. The course should become 2 credits instead of 1 credit so the class length can increase and parents can have more discussion time.
2. Because young parents have multiple barriers to completing their education, this course should have 1 instructor for every 10 participants. A class of 20 should be co-facilitated.

3. Staff should be available for individual consultations to answer questions and refer young parents to appropriate agencies.
4. A group model, with teacher as resource person, should be used rather than a more tradition classroom model.
5. Relevant supplemental materials should be obtained in your local community by contacting area hospital, social service agencies, parenting groups, cooperative extension services and libraries. These materials are valuable because many contain relevant resource phone numbers for help on important topics.

APPENDIX

I Curriculum Guide

II Pre-Test/ Post-Test

III Self Reported Attitude & Behavior Before and After Family Literacy Training

IV Brochures

APPENDIX I

Curriculum Guide

Getting Acquainted

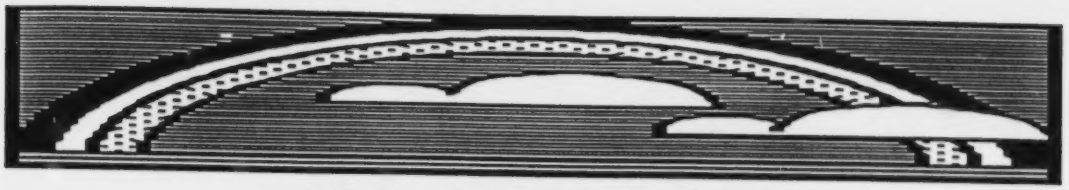
Goals: To help young parents become acquainted with each other and to understand the objectives and requirements of the course.

Objectives:

1. Have participants interview each other using the "All about Me" sheet a guideline for questions.
2. Have each person introduce their partner to the class.
3. Have the class complete the "Survey of Needs" to determine what topics seem most relevant to them and to obtain feedback on the curriculum so additions might be made.
4. Pass out a course syllabus and go over the sequence of topics, the homework assignments and the method of evaluating the students.
5. Read I'll Love You Forever by Robert Munsch and discuss that parenting is a life long process.

Homework:

1. Complete pre-test and return the following week
2. Write an essay on your reason for returning to school, your major and your fantasy of what life will be like in five years.



ALL ABOUT ME

Name:
Future Occupation:
Born:
Accomplishment that you are most proud of:
First Job:
Secret Vice:

What three words describe you best:

Dream Vacation:

What you would like to get around to doing one of these days:

Things that you can do without:

Names and ages of all of your children:

Three things that make being a student difficult

- ❑ getting up on time
- ❑ finances
- ❑ not enough support at home
- ❑ child care
- ❑ lack of motivation
- ❑ other_____

Student services that you would like to know more about:

- ❑ advising
- ❑ financial aid
- ❑ women's center
- ❑ tutoring
- ❑ child care centers
- ❑ library services
- ❑ computer center
- ❑ student activities

Survey of Needs

Please read this list and think about each item, then number each topic 1-14. The most important one will be #1, then #2 all the way to #14.

_____Talking to your children about death, divorce or loss.
_____Toilet Training
_____Reading to your children
_____Family Communication
_____Attachment/Separation
_____Safety
_____Children and Fears
_____Self-Esteem
_____Choosing Child Care
_____Time Management
_____Discipline
_____What is a family?
_____Relationships
_____Violence

What other topics would you like to discuss in class about your role as a parent or as a student?

_____

_____

_____

_____

_____

Decision Making: Choosing Child Care

Goal:
To help parents in the decision making process of choosing the best child care situation while they are in school or working.

Objectives:
1. To become aware of the numerous options of child care.
2. To become educated in how to evaluate child care settings. For example: child/staff ratio, developmental programs, space, philosophy of discipline, parent/staff communications
3. To have parents assess their child's needs and their own needs. For example: what to do when your child is very sick, what to do if you have two preschool aged children, are family members available for child care.

Methods:
1. Have participants describe their current child care arrangements and the advantages and disadvantages of them.
2. Have the participants work in two small groups and make a list of things to observe and evaluate when choosing a child care situation for babysitter.
3. Have students visit the CCAC child care center. Evaluateit using the criteria that they established.
4. Provide students with information on location, cost and philosophy of on campus and in local child care centers.
5. Read a book.

Homework:

1. Describe your current child care arrangement. List the strengths and the weaknesses.

2. Visit CCAC Child Care Center and write an evaluation of it using the criteria established in class and in the pamphlet.

FAMILIES

Goal

To provide young parents with the information that will encourage them to think of the family as an institution which requires planning, definition of roles, cooperation of members, sharing of feelings, and sharing in decision making in order to function at its maximum potential.

Objectives

1. To explore the participants' concept of family.
2. To identify different types of families.
3. To list family roles (position, titles, members, rankings).
4. To outline specific functions of male/female roles and relate these functions to:
    a. Parent/Child interactions
    b. Parent /Child self-esteem
    c. Parent/Child relationship building
5. To encourage young parents to identify supports within their "families" so that they can be the best parents (and individuals) they can be.

Activities

1. Pass out a copy of family circle to each participant and ask the group to list people in their family circles who have been most important to their lives.

    -Place yourself in the inner circle and any one you feel you love as much as yourself
    -Place people who are most supportive of you and understand you.
    -Place the people who have the greatest influence on you
    -Place the people you have the most respect for and whose opinions matter most to you.

2. Process and discuss this information using the following questions

    -Who do you have in your circle?
    -How many males are in your circle?
    -How many females are in your circle?
    -Is your mother in your circle? (why/why not)
    -Is your father in your circle? (why/why not)
    -Is your child in your circle? (why/why not)

3. Brainstorm with the group definition of the word "family"
Invite one of the participants to locate the word "family" in the dictionary. Compare the definition with the words and "phrases" offered by the group.

4. Develop a list of qualities or characteristics that people in your circle possess. Inquire which of these qualities the participants would like to see their children develop.

5. Read the book: All Kinds of Families by Norma Simon

6. Homework:
    1. What are your feelings towards the family that you described in class?
    2. I f you could change your family, who would you add; who would you take away?
    3. Describe the things that you like best about your family.

Feelings and Self Esteem in Children and Parents

Goals:
To help young parents explore the impact of positive feelings that they have towards themselves and their children as well as the impact of negative feelings towards themselves and their children.

Objectives:
1. To help young parents identify feelings and emotions that they have about themselves.
2. To help young parents identify feelings and emotions that they have with their children and to explore the choices that they have in responding to various situations.
3. To help young parents to understand that how a child's self-esteem and confidence develops is directly related to how we speak to them.

Methods:
1. To brainstorm feelings and write them on the board and on index cards.

2. To pass out index cards with feeling words and ask students which words make them feel good about themselves to go to one side of the room and words that make them feel bad about themselves to go to another part of the room.

3. To have the class get into two groups. Group one writes two sentences for each of the words on the board in the following format: "I feel_____when_____."

4. To have class get into two groups and write two sentences for each word on the board in the following format: "I feel_____When my baby_____."
Facilitate a discussion using these questions:

-When a parent has these feelings does it make them love their children more or less?
-Is it difficult to experience negative feelings?
-Does having these feelings make you a bad parent?
-Does a parent sometimes have to put their feelings aside to meet the needs of their child?

5. To ask the group what they learned about their feelings:

6. Killer statements : To explore the kinds of words or phrases parents use with their children on a day to day basis, and how these affect their children.

a. Brainstorm hurtful words or statements that they remember feeling when they were growing up.
b. Make a list of these on the board

7. To Discuss the importance of using words to describe behavior rather than insulting children's self worth or self esteem. For example, "I feel angry when you bang on the table." instead of, "Why are you acting so stupid?"

8. Read the book: Billy the Great by Rosa Guy. Give each participant the book to keep.

9. Homework:
    1. Write a description of things that you are proud of.
    2. Write a description of things that you praise your child for.

Attachment

Goal

To introduce parents to the concept of attachment and the need this serves their children.

Objective

1. To help parents identify their own feelings of attachment.
2. To assist parents in identifying their children's behavior and feelings of attachment to them.
3. To demonstrate to parents the meaning of transitional objects.
4. To increase parents acceptance of their children's dependence on transitional objects.

Methods and Procedures

The instructor will:

1. Ask students to identify a belonging that they could not stand to be without or could not part with. Write a sentence or two about the object.
2. Read Owen by Kevin Henkes and facilitate a discussion about the meaning of attachment as an extension of the parent.
3. As the students to identify pressures they may feel from family and extended family concerning transitional objects.
4. Ask participants to take turns reading excerpts from the pamphlet: "I Want My Blankie"
5. Close with thought for the day:
6. Homework:
    1. Describe how you comfort your child when he/she is upset.
    2. How does your child comfort herself/himself?

Time Management

Goal:
To help parents become aware of all of the responsibilities involved in being a new parent.

Objective:
1. To improve the ability of parents to make appropriate use of think time.
2. To help parents identify and recognize the many different roles that they balance in their daily lives.
3. To encourage parents to acknowledge their need to balance the time requirements and responsibilities of being a parent with having time for their own interests and needs.

Methods:
1. Brainstorm lists of "Hats" that mothers and fathers wear in their family.
2. Using a board or flip chart, draw a stick figure with a number of hats.
3. List all of the duties that come with wearing these hats.
4. Pair up with a partner and discuss how much time you need to do these tasks.
5. Come back together as a class and discuss findings and share ideas about ways to make the jobs and roles easier.
6. Distribute time management brochure, go over a few suggestions with the class.
7. Finish the session with the book The Berenstain Bears and the Messy Room by Stan and Jan Berenstain.
8. Homework:

-Keep track for one day of everything that you did.
-Describe your morning routine from when you awoke to when you arrived at school. Is there anything that you want to change about this?
- Describe your study routine for this day.
- Describe where, how much, and what kind of interruptions that you notice.
- Describe the time that you spent with your children.
- Describe your bedtime routine.
-How much TV did you watch?
-How much time did you spend on the phone?
- Describe the most stressful part of your day.

Time Management: Homework

1. Keep track for one day of everything that you did.

2. Describe your morning routine from when you awoke to when you arrived at school. Is there anything that you want to change about this?

3. Describe your study routine for this day.

4. Describe where, how much, and what kind of interruptions that you notice.

5. Describe the time that you spent with your children.

6. Describe your bedtime routine.

7. How much TV did you watch?

8. How much time did you spend on the phone?

9. Describe the most stressful part of your day.

Families and Communication

Goal

To help parents see that there is fighting in all families and of varying degrees including domestic violence. To help parents to understand the impact of this on children.

Objectives

1. To help parents become aware of the psychological reaction children have of blaming themselves when fighting occurs in the family.

2. To stress to parents the importance of communicating to children that grown ups often disagree.

3. To encourage parents to become aware of their children's feelings and to help the children express those feelings.

4. To encourage parents to become aware of the long term effects of violence in the family on the children.

5. To provide parents with resources of where to turn for help when struggling with domestic violence.

Methods

1. Instructor will begin class by reading A Family that Fights by Dr. Sharon Bernstein.

2. Instructor will ask for reactions to the book.

3. Have the class list the behaviors that children in the book exhibited. How did they react?

4. Role play the power differential in a parent/child relationship. Students are paired with one another. One student stands on a chair while one sits on the floor below. Student sitting is reprimanded. Have the participants process their feelings.

5. Encourage parents to think back to when they were young and how they felt when their parents fought.

6. Make domestic violence and shelter pamphlets with phone numbers available to students.

7. Plan time after class to continue talking to students who were emotional stimulated because they have been or are presently involved in an abusive relationship.

8. Homework:

Families and Communication: Homework

1. Describe your feelings when you witnessed fighting either at school or in your family when you were growing up.

2. How can you make your family feel like a safe place for your children to grow up in?

PARTNER RELATIONSHIPS

Goal

To have teen mothers examine the values and characteristics of relationships that are important to them as women and as mothers.

Objectives

1. To help teen parents become aware of how their past experiences influenced their feelings about present relationships.

2. To have teens evaluate and describe some of the characteristics that they want in a partner

3. To have teens recognize the value of having positive role models in their children's lives.

Methods and Procedures

1. Brainstorm all of the characteristics you want in a partner (Divide into 2 small groups - write on newsprint)

2. Have each person write one word on an index card that describes someone who was important to them. If comfortable, write the person's name on the other side. List all these characteristics on the board. Ask the class to compare and discuss the two lists.

3. Values Action - Have group define "Values"(A principle, quality or standard one would find desirable). Give them each $200 in fake money. Tell them they can bid up to $200 on the value being called out. List each value on cards to place on the board. Allow one minute for each value to be auctioned.

4. Ask the group to think about their child's father and their most recent relationship. Does this person possess any of the qualities that they are looking for in the values auction? If so, which ones? Does their present partner possess the qualities that are "right" for themselves and for their children?

5. Finish with the book, First Pink Light by Eloise Greenfield

Homework

1. Based on our discussion in today's class, describe your ideal partner.

2. Based on discussion in the class today, describe the ideal father for your child?

3. Describe how the ideal partner and ideal father are alike and different.

Preventing Violence

Goals: To help individuals to look beyond self protection to build crime resistant communities that are safe for their children and help parents think about how their own approach to parenting can prevent violence.

Objectives:

1. Encourage class to discuss their own experience with violence in their communities.
2. To help parents make the connection between their children's self-esteem and feeling of belonging to family, scouts, schools etc. that will provide a strong positive identity.
3. To offer practical tips on creating a safe environment for children.

Methods:

1. Break into groups and discuss the pressures to get involved in gangs and violence and the influences to identify with positive activities and groups.
2. Break into 3 groups; birth to 5 years, 6 years to 10 years, and 11 years to 16 years; and have each group list important experiences that will help children to not identify with violence.
3. Brainstorm ways of combatting violence in their communities.

Toilet Training

Goal

To help parents to put toilet training into perspective as part of their relationship with their child.

Objectives

1. To help parents become familiar with their feelings and attitudes towards both toilet training and toileting in general.
2. To help parents learn to recognize signs for readiness that their child may be showing.
3. To present various methods of toilet training including techniques used by other parents.
4. To raise parents' awareness of the inter-relationship of child abuse and toilet training.

Methods and Procedures

1. Read Potty Time by Jonathan Langley and Anne Civardi.
   Have class discuss Milly Marsh's parents attitude and then discuss students attitudes about toilet training.
2. Divide class into two working groups. Ask each group to list what they feel are signs of a child's readiness to be trained. Have group leaders report to the large group their ideas.
   Present handouts on readiness. Compare/Contrast their ideas with the pamphlet's
3. Have two groups work on identifying training suggestions. Use handout to compare and contrast their ideas against handout.
4. Have class read New York Times article, "Toilet Training Tied to Abuse" and discuss their feelings and reactions.
5. Use "Going to the Potty" article to summarize concepts and ideas discussed in class.

Booklist for Potty Training

Mr Rodger's Going to the Potty
Toddler's Potty Book
Once Upon a Potty
Pottytime
I'm a Big Kid Now

Potty Training: Homework

1. Describe how you think you'll approach potty training with your child.

2. What will be the signs of their readiness?

3. What age do you think this will be?

4. What will be the hardest thing for you to do.

Families Reading Together

Goal:
To raise parents' awareness of their role as their child's first teacher through reading books.

Objectives:
1. To identify reasons why reading to children is an important activity.
2. To assess parent's attitudes and knowledge of reading to children.
3. To encourage parents to begin to read to their infants and toddlers.
4. To increase the amount of time that parents spend reading to their children.
5. To demonstrate effective techniques and strategies for reading aloud to children.
6. To familiarize parents with age appropriate reading materials.

Methods and Procedures:
1. The instructor will read a children's book to the class modeling read aloud skills.
2. Provide reading attitude survey and have students discuss answers. (assessment)
3. Have the class compile a list of reasons why to read to their children.
4. Distribute handout, "7 Reasons to Read to Your Children" and encourage discussion to reinforce old ideas and to introduce new ones.
5. Have the class compile a list of when to read to their children.
6. Distribute the handout, "There's Always Room for a Book."
7. Have the class compile a list of where to read to their children.
8. Have the class compile a list of what to read to their children.
9. Distribute the handouts, "Reading Topics for Children" and "10 Tips for Choosing Good Books for Children of All Ages."
10. Have the class discuss the how to's of reading aloud.
11. Distribute the handout, "Dos and Don'ts of Read Aloud"
12. Homework:
    - Read a book to your child.
    - Explain what book you chose.
    - Describe what you like about the book.
    - Where did you sit with the child?
    - Describe your child's reaction

Safety

Goal:

1. To help parents understand what they can do with their environment in order to protect their children from getting hurt.
2. To have parents become aware of safety issues inside and outside the house by asking them to make a list of each.

Methods:

1. Ask the group the following question:
   -Who would like to tell us about an accident that they may have been involved in as a child which could have been avoided? Give examples:

2. Break the participants into two groups
   -One group will be assigned to think about all of the possible things inside the house which can be a hazard.
   -The other group will list all of the hazards for a child outside of the house
Discuss the findings and have the groups add to each others lists.

3. Review how children explore: by touching, walking, crawling, putting things in their mouths, etc.

4. Finish with a book about safety. Dinosaurs Beware and distribute it to the parents.

5. Distribute "Parents Home Safety Handbook" from Children's Hospital.

6. Homework:
   1. Make a list of safety hazards in each stage of development:

      a. Stage I - Infancy (0-1)
      b. Stage II - Toddler (1-3)
      c. Stage III - Preschool (3-5)
      d. Stage IV - School Age (6-8)

Talking to Children and Parents About Death, Divorce, and Loss

Goal

To help parents to become aware of the psychological impact of death and loss and the stages of grieving.

Objective

1. To enable parents to reflect on the losses and deaths that they have experienced in their lifetimes.

2. To enable children and parents to begin to understand the stages of death according to Elizabeth Kubler-Ross.

3. To help parents identify normal grieving behaviors in children.

4. To encourage parents to begin to find ways to talk about death with their children and to learn to listen to their children's feelings.

Methods

1. Instructor will read book: Everett Anderson's Goodbye by L. Clifton
Have participants discuss reactions to the book.

2. Have participants write down 1-3 ways that they have coped with a loss.

3. Instructor will present handout, "Coping with Loss" Class will share in reading handout and discuss their reactions.

4. Instructor will read a book about divorce: At Daddy's on Saturdays by Linda Giraro
Discuss the similarities of loss, divorce and death.

5. Homework:
1. Write about a loss that you have had. i.e. the death of a pet, loss of a grandparent, or the break-up of a relationship and describe the feelings that you had.
2. Describe the feelings that you had in each of the five stages of loss.

Bed-time Issues and Fears

Goals

To help parents understand that bedtime can be stressful because of separation from parents and childhood fears. Parents need to develop a positive, patient, but firm approach to handling children at bedtime.

Objectives

1. To help parents learn more about the range of sleeping patterns in children and what is realistic to expect of their child.

2. To teach parents techniques with which to guide their child's sleep.

3. To help parents learn about common fears in children and their causes.

4. To help parents learn how to diminish the impact on their child of the child's fears and nightmares.

Methods

1. Begin by reading the book:Sam's Worries by Mary Ann McDonald

2. Ask participants about their fears. Take a minute to think about what you're afraid of.

3. Mini Lecture: What is Normal and Why Do Fears Develop?

4. Divide the class into pairs and hand out scenarios (p. 271)

5. Ask if there are any questions.

6. Discuss the brochure on fears and bedtime issues.

7. End with a thought for the day.

8. Homework:
    1. do you remember being afraid of anything as a child?

    2. Describe something that you were afraid of and what helped you to overcome it.

    3. Describe how you might help your own child handle a fear of one of the following:

        a. the doctor
        b. Halloween
        c. going to school
        d. Santa Claus
        e. the dark

Positive Discipline: Setting Limits

Goals

To help parent understand that discipline means disciple or teacher and that our role as a parent is to to teach self control.

Objectives

1. To teach parents general guidelines about limit-setting, including its purpose and the importance of consistency

2. To have parents share the reality of what it feels like to set limits for young children.

3. To help parents understand how to set appropriate limits for their child's developmental age.

4. To help parents understand a number of limit setting techniques.

Methods

1. Have the class brainstorm on why we set limits. The following can be added to their lists.

   -teaching children to avoid danger
   -helping children to attain socially acceptable behaviors
   -teaching children to have regards for others as well as themselves.
   -showing our children that we care for them;children feel more secure with limits to follow
   -helping children control themselves
   -putting a sense of organization into children's worlds.
   -helping ourselves and our children know what to expect of each other

2. On a note card, have parents describe a situation where there is a conflict with their child. Exchange the cards with others in the class and have each parent read the card they received and offer suggestions for handling the conflict.

3. Present class with a handout that describes techniques that help with limit setting.

4. Read Grandpa's Face by Eloise Greenfield

5. Distribute the book, Discipline Without Shouting or Spanking by T. Wyckoff, Ph.d. and Barbara C. Unell

6. Homework:

   1. Take a trip back through your growing years. Describe a positive discipline that was effective with you and what you learned from it.
   2. Describe a negative discipline that served as a punishment.

Culminating Activity

Goal: To encourage class to plan and participate in a parent/child party to celebrate their successful completion of the parenting course.

Objectives:

1. To communicate interest and caring in each others children.
2. To celebrate their success.
3. Give gift of children's book to each child.
4. Give a certificate of completion to each parent.

Homework:

1. Ask each participant to evaluate course.

APPENDIX II

Supplemental Children's Booklist

Family

Black is Brown is Tan Adoff

Jenny Lives with Eric and Martin Bosche

Is That Your Sister? Bunin and Bunin

Abby Caines

Just Us Women Caines

Everett Anderson's Friend Clifton

Rosie and Roo Greenberg

All Kinds of Families Simon

A Chair for My Mother Williams

Something Special for Me Williams

I Won't Go Without A Father Stanek, Muriel

Sam is My Half Brother Boyd, Lizi

Daddy Makes the Best Spaghetti Hines, Anna Grossnickle

Aunt Flossie's Hats (and Crabcakes Later) Howard, Elizabeth

Maxine in the Middle Keller, Holly

A Baby Sister for Frances Hoban

Baby Brother Blues Polushkin, Maria

If It Weren't For You Zolotow, C.

Bigmama's Crews

My Mama Needs Me Walter

Self-Esteem

I Know I'm Myself Because Greenberg
You Look Ridiculous Waber
All About Me, Let's Be Friends Weissman
Bear's Picture Pinkwater, Manus
Feelings Aliki
Here Are My Hands Archambault, John
Big Like Me Hines, Anna Grossnickle
All By Myself Hines, Anna Grossnickle
Who Am I? Behrnes, June
I Like Me Charlip, Remy
Hooray For Me Charlot, Martin
No Good in Art, So What? Cohen, Mirian
I'm Glad To Be Me Hallinan, P.K.
Peter's Chair Keats, Ezra Jack
The Lovables in the Kingdom of Self-Esteem Loomans, Diane
Tall Inside Richardson, Jean
All I Am Roe, Eileen
I'm Terrific Charmat, Marjorie Weinman
Why Am I Different? Simon, Nora
Tell Them My Name is Amanda Wold, Jo Anne

Attachment

Ira Sleeps Over Waber, Bernard

Owen Henkes, Kevin

Benjy's Blanket Brown, Myra Berry

The Blanket That Had to Go Cooney, Nancy Evans

Pumpkin Blanket Zaguyn, Deborah

Where's My Teddy? Alborough, Jez

A Cool Kid - Like Me! Wilhelm, Hans

Partner Relationships

Grown-Ups Cry Too Hazen, N.

A Man Can Be... Klein

Mothers Can Do Anything Lasker

My Mother and I Are Growing Strong Manry

Quarreling Book Zolotow, C.

The Terrible Things That Happened at Our House Blaine, Marge

Changes, Changes Hutching, Pat

The Hating Book Zolotow, C.

How to Turn War Into Peace Armstrong, Louise

The Berenstain Bears Get in a Fight Berenstain, Stan

Two is a Team Beim, Lorraine

Sometimes Mama and Papa Fight Sharmat, Marjorie Wienman

Potty Training

My Special Best Words Steptoe
No More Diapers Brooks, J.G.
Once Upon a Potty Frankel, A.
The Toddlers Potty Book Allison, A.
Annie's Potty Caseley, Judith
Potty Time Civardi, Anne
Your New Potty Cole, Joanna
Sam's Potty Lindgren, Barbro
On Your Potty! Miller, Virginia
I Have To Go Munsch, Robert N.
Potty Time Reichmeier, Betty
Going to the Potty Rogers, Fred
I Want My Potty Ross, Tony
My Potty Chair Young, Ruth

Safety

Bathwater's Hot Hughes Shirley

It's OK to Say No Bahr, Amy C.

The Berenstain Bears Learn About Strangers Berenstain, Stan

Never Talk to Strangers Joyce, Irma

Benjamin Rabbit and the Stranger Danger Keller, Irene

Safety Zone Meyer, Linda D.

The Dangers of Strangers Wogel, Carole Garbuny

Who Keeps Us Safe? Arnold, Caroline

Matches, Lighters, and Firecrackers Are Not Toys Chlad, Dorothy

Poisons Make Us Sick Chlad, Dorothy

My Body is Private Girard, Linda Walvoord

No!No! Myller, Lois

Watch Out! Smaridge, Norah

Separation

Everett Anderson's Goodbye Clifton

You Go Away Corey

Always, Always Dragon, Wagon

Mom and Dad Don't live Together Anymore Stinson

A Month of Sundays Blue, Rose

Minoo's Family Crawford, Sue Hefferman

Annie and the Old One Miles, Misha

About Dying Stein, Sara Bonnett

The Tenth Good Thing About Barney Viorst, Judith

Runaway Bunny Brown, Margaret Wise

Going to Day Care Rogers, Fred

Where is Daddy? A Story of Divorce Goff, B.

The Dead Bird Brown, Margaret Wise

Fears/Bedtime Issues

A Hospital Story Stein, Sara Bonnett
The Berenstain Bears in the Dark Berenstain, S. & S.
Chasing the Goblins Away Tobias, Tobi
Clyde Monster Crowe, R. L.
Go Away, Bad Dreams Hill, Susan
I Won't Be Afraid Hanson, Joan
Taming Monsters, Slaying Dragons Feiner, Joel
Who's Afraid of the Dark? Stanek, Muriel
I'm only Afraid of the Dark at Night Stren, Patti
The Boogey Man Crowley, Arthur
Maybe A Monster Alexander, Martha G.
Siren in the Night Aylesworth, Jim
Mama Went Walking Berry, Christine
Franklin in the Dark Bourgeois, Paulette
Timothy and the Night Noises Dinardo, Jeffrey
Harry and the Terrible Whatzit Gackenbaugh, Dick
Jeremy's First Haircut Cirard, Linda Walvoord
I Won't Be Afraid Hanson, Joan
The Storm Book Zolotow, Charlotte
Thunderstorm Szilagyi, Mary
Michael and the Dentist Wolf, Bernard

APPENDIX III

Pre-Test/Post-Test

PARENTING PRE-TEST/POST-TEST

Section 1

Use the following scale for your responses to Section 1. Choose the answer that reflects how you feel now.

Circle 1 if the statement is *completely false*.
Circle 2 if the statement is *mainly false*.
Circle 3 if the statement is *partly true and partly false*.
Circle 4 if the statement is *mainly true*.
Circle 5 if the statement is *completely true*.

1. I often feel I have no choice of child care.

   1 2 3 4 5

2. I have no idea what to look for in visiting child care centers for my child.

   1 2 3 4 5

3. A family is not just a mother, father, two children and a dog.

   1 2 3 4 5

4. People who have positive influences on you but are not related by blood can be part of your family.

   1 2 3 4 5

5. I nearly always have a highly positive opinion of myself.

   1 2 3 4 5

6. Calling children names like "brat, sissy, evil, bad" will not affect how they feel about themselves.

   1 2 3 4 5

7. A child's favorite object is an extension of their mother.

   1 2 3 4 5

8. By sucking their thumbs and dragging around an old blanket children can begin to learn how to comfort themselves.

   1 2 3 4 5

9. I am unable to take care of my children, do my schoolwork and make time for myself.

   1 2 3 4 5

10. I feel my children won't be effected by seeing me in an abusive situation.

1 2 3 4 5

11. I think my child should be potty trained by 15 months.

1 2 3 4 5

12. The signs that my child is ready to be potty trained are that 1) she will stay dry for long periods of time, 2) tell me she's uncomfortable when wet, 3) will be able to take off her own pants, 4) and shows an interest in the potty.

1 2 3 4 5

13. Researchers have linked toilet training accidents with the most serious cases of child abuse.

1 2 3 4 5

14. Reading to children will help them develop skills that will be important for school.

1 2 3 4 5

15. Children will learn to read at school, parents don't need to practice at home.

1 2 3 4 5

16. It's a parents responsibility to always child proof their home to prevent serious injuries to their child.

1 2 3 4 5

17. Children go through stages of grief (denial, sadness, anger, guilt) but express it differently (nightmares, acting out, bed wetting) than adults.

1 2 3 4 5

18. Bedtime is often a stressful time for children because it means separating from their parents.

1 2 3 4 5

19. It is normal for children to develop fears and adults need to be patient with them and to take their fears seriously.

1 2 3 4 5

20. There are often times I think of no other way to control my children except through force.

1 2 3 4 5

Section 2

In Section 2, you are to describe how often you experience the thoughts and feelings in each item.

Circle 1 if you *almost never* experience them.
Circle 2 if you *seldom or rarely* experience them.
Circle 3 if you *sometimes* experience them.
Circle 4 if you experience them *fairly often*.
Circle 5 if you experience them *very often*.

1. How often do you feel secure that your child is in good hands while you are at school?

1 2 3 4 5

2. How often do you feel you do not belong to a family?

1 2 3 4 5

3. How often do you believe you have the power to change your life?

1 2 3 4 5

4. How often do you spend time hugging your child and saying nice things?

1 2 3 4 5

5. How often do you feel your life is disorganized and out of control?

1 2 3 4 5

6. How often do you get behind in your homework?

1 2 3 4 5

7. How often do you feel that others use verbal threats or physical violence to solve problems with you?

1 2 3 4 5

8. How often do you feel angry and frustrated but are unable to express it?

1 2 3 4 5

9. How often do you feel pressured by others to make your child do certain things before you think he is ready?

1 2 3 4 5

10. How often do you read or show books to your child?

1 2 3 4 5

11. How often do you think about your child's safety in their surroundings?

1 2 3 4 5

12. How often do you choose relationships that are based purely on physical attraction?

1 2 3 4 5

13. How often do you rush into relationships because you are lonely and looking for someone to depend on?

1 2 3 4 5

14. How often do you use physical punishment with your child?

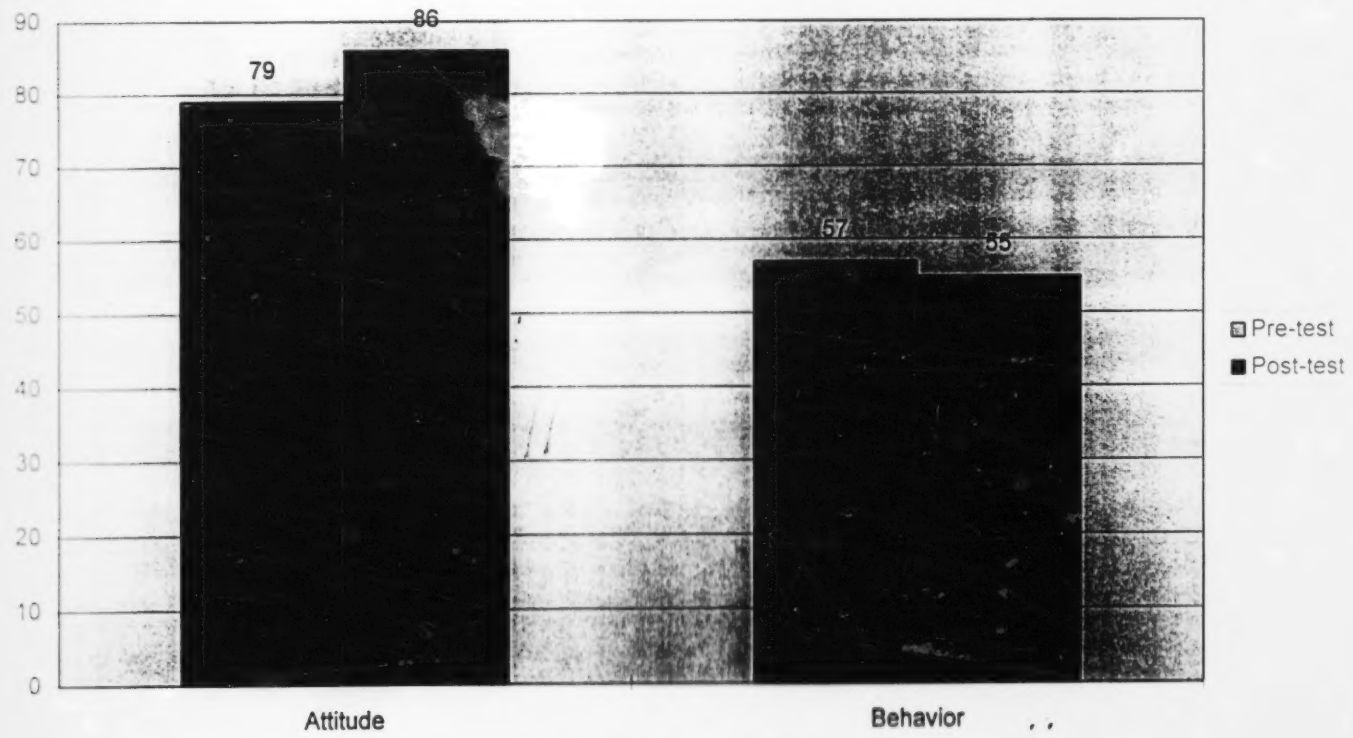
1 2 3 4 5

APPENDIX IV

Self Reported Attitude and Behavior Before and After Family Literacy Training

Self-reported Attitude and Behavior Before and After Family Literacy Training

	Attitude	Behavior
Pre-test	79	57
Post-test	86	55



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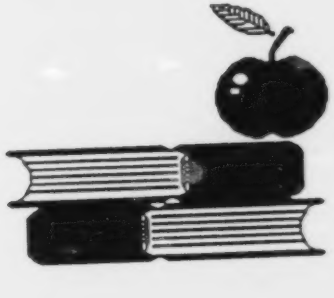
APPENDIX V

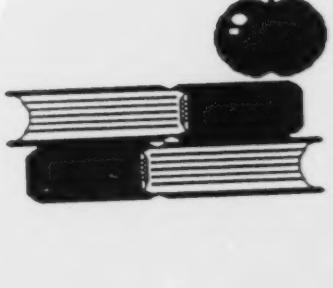
Parenting Brochures

Goodwill Literacy Initiative
of Pittsburgh, Pennsylvania
and
Pennsylvania Department of Education
353 Project
in collaboration with

Community College of Allegheny County



Choosing Day Care For Your Child



Evaluating Day Care Centers

o Are there separate areas for quiet and loud activities?
o Are there clearly defined activity centers?
o Are rugs and cushions provided for activity areas?
o Have learning opportunities been planned in the activity centers?
o Is the children's work displayed at the child's eye level?
o Do pictures in the room reflect ethnic and racial diversity?
o Can children engage in activities without being disturbed or distracted?
o Is the curriculum individualized to meet the needs of each student?
o Do the children feel safe?
o Is competition avoided ?
o Are rules displayed and consistently followed?
o Are the adults good models of constructive behavior and healthy attitudes?
o Are there many opportunities for dramatic play and dress -up for boys and girls?
o Is there a variety of art materials easily accessible to the children
o Are music, playing instruments, singing and dancing part of the curriculum?
o Are there small manipulative toys to build eye-hand coordination?
o Do children participate in real-life activities like cooking, planing seeds or caring for animals?
o Do the children help to plan the activities?
o Are field trips planned?
o Is there adequate preparation and follow-up for the field trips?
o Are there opportunities for learning through exploration and guided discovery?
o Is the time schedule clear to both the teachers and the children?
o Are there periods of time scheduled to permit free choice
of activities?
o Is the schedule periodically reevaluated and changed according to the child's needs?

Beginning School

o Tell your child what to expect: the teachers name, the types of things that they will be doing. Don't exaggerate about how much fun it will be.

o Expect to stay at school with your child several times. The teacher can help you decide when would be best to leave. Allow your child to sit on your lap or be near you. Gradually move further away from the group. Don't leave without saying goodbye.

o Don't pressure your child if he does not want to participate in an activity.

o Act as relaxed and cheerful as possible during the first days of school. Your child is very sensitive to your feelings.

"Starting School may not be easy for either parent or child, since each may bring fears and concerns into the situation"

B.A. Rothenberg, Ph.D

"Like every parent,
I want nothing so much
as my children's
well-being"

Joyce Maynard

Goodwill Literacy Initiative
of Pittsburgh, Pennsylvania
and
Pennsylvania Department
of Education
353 Project
in collaboration with

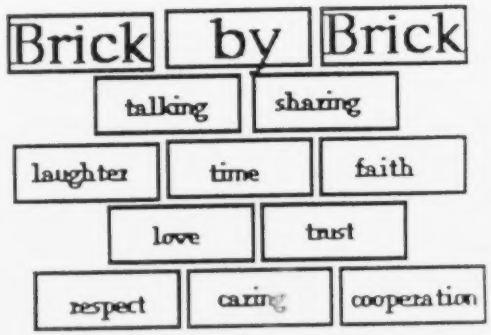
Community College of
Allegheny County

Families, More Than
Just a Tree.

Pamphlet Prepared by
T.M. Fulton

Building a strong

FAMILY



What is a Family

♥Family is **not** just mother, father, two children and a dog.

♡A family can be any combination parents, children, aunts, uncles, cousins, grandparents and friends that care for each other lovingly.

♥Family is a feeling, a place and a state of mind.

♡Family is where you can learn, grow, love and care all while being yourself.

♥A family is **not** a place where one should feel ashamed of who they are.

♡A family is nurturing and supportive.

♥Anyone can *learn* to be a good family member.

♡The Family is where we can practice being who we want to be.

The Job of the Adult

☆To grow in love and humor.

☆To offer and accept intimacy.

☆To expand creativity and honor uniqueness.

☆To accept responsibility of self and to nurture the next generation as well as the last generation.

☆To deepen your own and your family's integrity and spirituality.

☆To look at yourself with love and forgiveness.

☆To be willing to change and grow.

☆To be a good example for your children and your community.

☆To allow children to practice being themselves.

☆To make informed choices regarding your family and yourself.

The Job of the Child

☺To let their needs be known

☺To accept nurturing.

☺To explore and experience their environments.

☺To learn to trust others.

☺To learn to think for themselves.

☺To learn that behaviors have consequences.

☺To practice socially appropriate behavior.

☺To learn form past mistakes.

☺To learn how to cooperate.

☺To take steps towards independence.

☺To establish their own identity and values.

"Kindness in words
creates confidence.
Kindness in thinking
creates profoundness.
Kindness in giving
creates love."

-Lao-tzu
(604-531 B.C.)

Goodwill Literacy Initiative
of Pittsburgh, Pennsylvania
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353 Project
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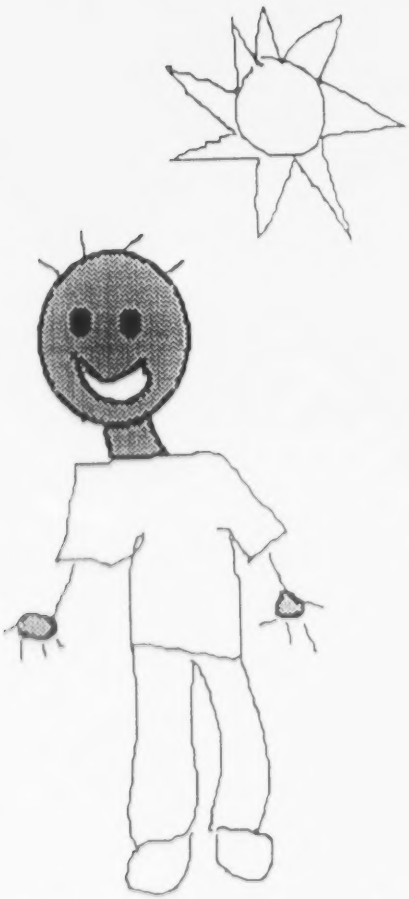
Community College of Allegheny County

prepared by T.M. Fulton

Self-Esteem and Your Child: Helping Children Like Themselves



What is Self-Esteem?

- How we feel about ourselves.
- How much we value ourselves.

Characteristics of Children With Low Self -Esteem

- Vulnerability to peer pressure
- Under performance and school problems
- Eating disorders
- Drug and alcohol abuse
- Unhappiness

Characteristics of Children with High Self-Esteem

- Resistance to dependencies and addictions
- Trust in oneself
- Ability to be self-directed
- Ability to cope with adversity
- Strong, healthy relationships

How to Help Your Child Develop A Sense of Self-Worth

- Touch your infant lovingly.
- Give positive feedback often.
- Be specific when praising your child.
- Be certain that your expectations of your child are realistic.
- Help your child to attain self-mastery by letting him do things for himself when he is able.
- When giving negative feedback:

cus you ild' hav
not your child.
-Feedback should be oriented towards the future, not the past.

- Listen to your children and let them know that you understand what they are saying.
- Spend time with your child doing what he or she wants to do.
- Laugh with your children.
- Children develop an image of themselves by watching and listening to what their parents do and say in their presence.
- Praise yourself or show pride when you deserve it to give your child a good role model to follow.

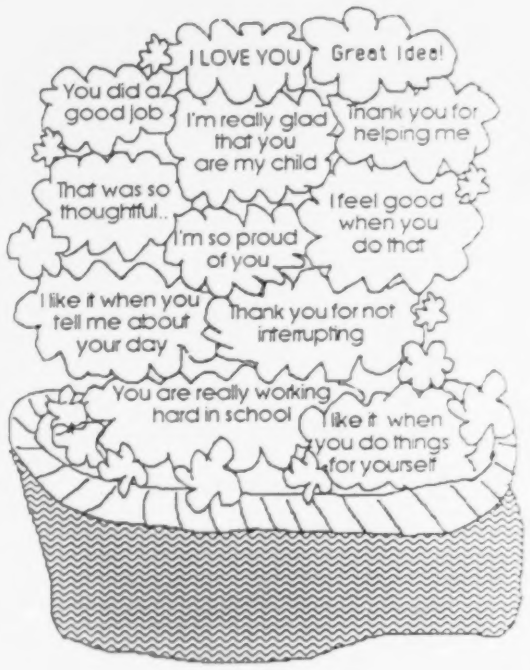
How to Help Your Child Develop a Sense of Self-Control

- Self-control is the ability to separate thoughts and feelings from actual behavior.
- Self-control is intellectually possible around age 7-9, but you can prepare your children earlier by **Redirecting.**
  1. Identify and accept your child's feelings
  2. Explain the problem with what your child is doing about his or her feelings.
  3. Offer alternatives.
- Be a positive model of self-control.

Ways to Praise Your Children

- Tell your children that you appreciate them.
- Make an effort to say five positive comments for every negative comment that you say to your child.

A Basket of Warm Fuzzies


I LOVE YOU
Great Idea!
You did a good job
I'm really glad that you are my child
Thank you for helping me
That was so thoughtful..
I'm so proud of you
I feel good when you do that
I like it when you tell me about your day
Thank you for not interrupting
You are really working hard in school
I like it when you do things for yourself

Goodwill Literacy Initiative
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I WANT MY BLANKIE!!!

Children and Attachment:
From Vacuum Cleaners to
Teddy Bears

Will my baby need a Blankie?

Children usually choose an attachment item during the first 12-18 months. One indicator is thumb-sucking. It has been established that children who are thumb - suckers are generally those who become attached to a security object. Learning to comfort themselves is an important developmental goal and parents should allow their children to use the object especially when upset, tired, hurt or during anxious times.

> Children often form fierce attachments to baby blankets, stuffed animals, pieces of silk and would you believe, vacuum cleaners! Often it is the parents who first introduce their child to an object as a means of helping them feel secure while forging into independence.

Should I encourage this behavior?

It is ultimately a personal decision whether or not to allow your child to have a transitional object. There is not any way of keeping your child from forming these attachments since they may be a necessary part of his or her development, but once the attachment has taken place, there are some things that you can do to make this time easier for both of you:

As soon as your child has formed an attachment, purchase a few extra identical items. This will help to avoid problems if the item needs to be cleaned, or - heavens forbid- it is lost.

Establish rules about the item before a problem arises. For instance, you may wish to only allow the object at home and in the car, but not at the grocery store.

Talking about this should be done in a relaxed and friendly manner.

How long will this last?

Children will usually keep an attachment item until they are about five years old, but some will keep them much longer if they need them and still find comfort in them.. If a child is still bringing a "lovey" to school at age five or six, these children may find themselves being teased by others. Often, this will lead to the abandonment of the object. Whether through peer pressure or their own growing sense of independence, children will often loose interest in transitional objects when they enter school. Generally, girls give up objects earlier than boys.

Experts agree that no matter the age of the child, the parents should **not** try and force the child into giving up their "lovey" cold turkey. This would lead to an unnecessary power struggle between the parent and child. Instead, it is possible to encourage your child to think ahead to when the object won't be needed. For example:

"When you're a big boy riding a two-wheel bicycle, you might want to put Blinkie away."

" When you're a little older you probably wont need your scurbbie to sleep."

Parents should trust their own instincts about their children. It is also a good idea for parents to trust that their children will give up their object when they are ready to.

Having an attachment item enables children to give and accept love.

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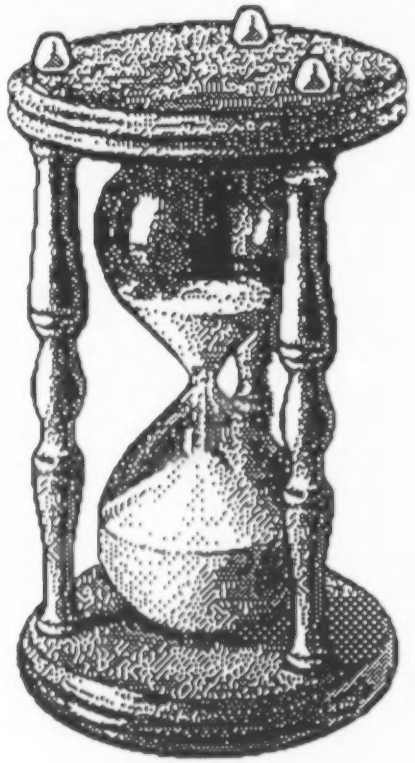
SAVING TIME...



MAKING TIME

TIME-WASTERS

☞ **Trying to do too much at once.**
Make a daily list of things to do and rate A, B, or C in order of importance. Do all of the As before the Bs and so on.

☞ **Failing to Plan.**
Always plan some time for yourself everyday.

☞ **Being Unable to Say "No."**
Saying "yes" too much means that things don't get done well.

☞ **Putting Things Off**
If there is a job that you don't like to do, do it first and get it over with.

☞ **Doing Everything Yourself**
Learn to let your family help you, even if they don't do things *exactly* the way that you would.

TIME SAVERS

Take one hour on Sunday to plan your schedule for the entire week.

→ Fill a brightly colored folder with your papers for the week, including cards to be mailed, appointment reminders and recipes. Keep it in the kitchen.

On the weekend, fill plastic bags with individual portions of chips or desserts for school lunches and snacks.

$ Keep rolls of quarters and dimes for milk money, bus fare etc.

Throw away junk mail as soon as you open it, or before.

Put a basket at the top or bottom of the stairs and fill it with things that belong on other levels. Grab the basket and distribute the items when you're making a trip up or down the stairs.

Wear canvas work gloves sprayed with polish to speed up cleaning.

Buy chopped garlic, quick-cook rice and frozen vegetables to save time when cooking.
Make extra pancakes or waffles on the weekend and freeze them for weekday toasting or microwaving.

Keep a family calendar in a central location in the house. Use a different color of ink to mark each family member's schedule.

Set the kitchen timer to remind you when to leave for an appointment, fold laundry or make a phone call.

In the evening, set everything that you will need for the next day by the door or in one location.

Make getting the coffee machine ready for the next morning part of your supper cleanup routine.

Always hang up your keys as soon as you come in the door.

$ If your employer offers the option, have your checks directly deposited into your account.

Clean a window or dust a shelf when you talk on the phone.

Keep notecards or magazines in the car so that you can use time wisely if stuck in traffic or waiting.

☞ Schedule your yearly doctors exams during the week of your birthday.

Psychologists say that divorce is only slightly less traumatic for children than the death of a parent.

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Helping Children To Cope With Loss

Divorce and Death

pamphlet prepared by
Tracy M. Fulton

Children and Death

❑ Children do not always understand that death is permanent; answer their questions with patience.

❑ Children need to grieve as much as parents do.

❑ Children need to understand that it is okay to feel sad; grief is not a problem, it is a solution.

❑ When you lose something important to you, your entire life is affected. This is also true for children.

❑ According to Elizabeth Kubler-Ross, there are specific stages of grief that adults and children experience:
Denial
Bargaining
Anger
Depression
Acceptance

❑ These steps of grieving do not always occur in sequence.

❑ Help your children to refocus some of his or her energy away from grieving by getting them involved in a new project or class.

Children and Divorce

❑ "How well you handle the divorce transition and your own anger will affect your children far more than the divorce itself."
Vicki Lansky

❑ Maintain a daily routine. Children thrive on stability.

❑ Children may show behaviors similar to grieving over a death:
Angry Outbursts
Low Energy
Crying and Confusion
Constant Questioning

❑ Always reassure your children that the divorce or separation is not their fault.

❑ Assure your child that it is okay to love the absent parent.

❑ Don't make too many changes in your child's life at once.

❑ Try to avoid arguing bitterly in front of the children.

❑ Don't compare your child to your ex-spouse.

❑ Don't make your child a messenger between you and your ex-spouse.

❑ Don't ask your child who he or she wants to live with, directly or indirectly.

❑ Do let your child's teacher know about their changing family situation.

❑ Don't ask your children which parent they love more.

❑ Don't confide in youchildren.

❑ Do not "punish" your children by sending them to the "other" house. Resolve discipline matters where they occur.

❑ Check to see if your child's school offers counseling services or classes for loss or divorce.

One of the best ways that you can help your children is to take care of yourself, and to avoid showing open hostility towards the other parent.

Almost all childhood injuries, including those which are fatal, can be avoided if the proper preventative measures are taken.

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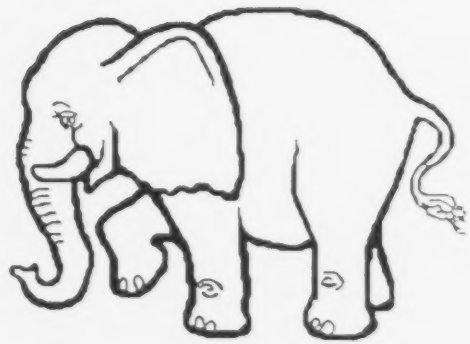
REMEMBER...



SAFETY FIRST!!

Safety In Your Home

The Kitchen

❖ Turn the handles of pots and pans in toward the back of the stove so that your child can't pull them down.
❖ Don't leave cooking food unattended.
❖ Don't heat baby bottles in the microwave. The liquid heats unevenly and may cause scalding.
❖ Velcro your oven, dishwasher and refrigerator closed.
❖ Never leave an ironing board set up where a child can pull it over.
❖ Don't sit your baby on a counter where he can fall or reach dangerous items.
❖ Keep the trash container locked up or under the sink with a latch.
❖ Keep all cleaning materials or other dangerous chemicals locked up or on a high shelf.
❖ Never leave a bucket of water (even a little) on the floor where a curious child might fall into it and drown.
❖ Keep the floor clean and free of spills.
❖ Don't store cookies or goodies above the stove where you child will be tempted to climb for them.

The Bathroom

❖ Keep the toilet lid down or get a guard that will lock it.
❖ Get a soft spout cover for the bathtub to prevent bruises and scalding.
❖ Keep the water temperature for your house set at about 120 degrees.
❖ Put non-skid appliques on the bottom the tub to prevent slips.
❖ Never leave a child under five years old unattended in the tub. If you have to leave for <u>any</u> reason wrap your baby in a towel and take her with you.
❖ Store medicine up high in a locking cabinet. Even children's vitamins can be dangerous.
❖ Don't tell your child that medicine is "good" or "tastes like candy" You don't want your child to want to take more.
❖ Don't leave hair dryers or other appliances plugged in.
❖ Use outlet covers in the bathroom and in the rest of the house.
❖ Drape a towel or washcloth over the top of the door to keep your child from locking himself in the bathroom.
❖ Use plastic or paper cups to avoid broken glass and exchange of germs.

General Household Safety

❖ Don't use a pillow for an infant, suffocation can occur if the baby can't raise or turn her head.
❖ Never use an electric blanket on the bed of an infant who still wets the bed.
❖ Buy and install corner guards and edge cushions for all sharp corners.
❖ Don't leave furniture that can be climbed upon near a window.
❖ Keep plants up high out of your baby's reach.
❖ Install safety gates at the top of stairs.

Safety Outside

❖ Keep your baby out of the sun.
❖ Don't use sunscreen on children under 6 months old.
❖ Don't let your child taste anything from the woods. Not berries, leaves or mushrooms.
❖ Be sure there are no poisonous plants including poison ivy and oak in your yard. Remember: "leaves of three, let them be."
❖ Put an extension ladder across the foot of your driveway to keep a young tricycle rider from getting into the street.
❖ Cover swing chains with sections of garden hose or tape to prevent pinched fingers.
❖ Don't put a bonnet or cap with strings on a child who will play on outdoor equipment.
❖ Install a locking gate on any pool and never leave a wading pool full of water. Kids who drown seldom flail around-they just go straight down.
❖ Children should always wear safety gear and helmets when biking or roller skating.

PAIRED READING, PRESCHOOL STYLE

- Read to your baby. Infants like the sounds, attention and closeness of being held while you read to them.
- Read Rhymes. Small children like rhythm and sound.
- Repeat. Toddlers often want to hear the same book again and again. Let them.
- Track the words with a finger as you read so that the child connects the print with the story.
- Point out words when you are in the car, at McDonalds, or writing out a grocery list.
- Never force a preschooler to read or to listen to you read. Stop when the child becomes restless.
- Talk about stories together, but don't quiz your child or get upset if he or she forgets something.
- Continue reading to children even after they enter school. Until about eighth grade, many children tend to be better able to understand what they hear than what they read.

Be a model.
Let your child see YOU read!

Help Your Child Read

with the

Goodwill Literacy Initiative

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READING TOPICS FOR CHILDREN

Ages 0-2
Alphabet books
Counting Books
Mother Goose Rhymes
Nursery Songs
One-word Books, cloth or paperback.

Ages 3-5
Alphabet Books
Books on Color
Books on Shape
Counting Books
Mother Goose Rhymes
Nature Books
Participation Books
Predictable Books
Wordless Picture Books

Ages 6-7
Animal Stories
Family Stories
Folk Tales & Fables
Fantasy
Humorous Stories
Poetry Books
Recipe Books
Riddles

Ages 8-9
Animal Stories
Biographies
Family Stories
Folk Tales
Tall Tales
Fantasy
Friendship
Informational Books
Poetry Books

Ages 10-12
Biographies, Craft Books, Family Stories, Friendship, Informational Books, Mysteries, Poetry and Romance Books.

PEOPLE WHO CAN HELP YOU FIND GOOD BOOKS:

School Librarians
Public Librarians
Teachers

"What books should we read together?"

Sometimes your child will choose books and sometimes you will. Here are some suggestions for choosing children's books:

- Choose Books you think your child will like
- Choose books that YOU like.
- Read some of your child's old favorites.
- Introduce your child to new books.
- Choose some books just for fun.
- Keep away from books that you think may confuse or upset your child.
- Look at the pictures. To children, the artwork is at least as important as the words.

For babies and little children, get books that are make of plastic, heavy cardboard or cloth. Make sure they are okay to put in the mouth, because you know that's where they will go!
As you read to your child more, you will bet a better "feel" for what books will work well for the two of you.

"Where can I find children's books?"

Children's books are easy to find. You can borrow them from:

- Your child's school or your community public library.
- Your friends or relatives who have children.

It's important that children *own* some books, too. You can buy children's books at most bookstores and many toy stores. The are often very expensive at those places. Some places you can find books for less money are:

- Yard and garage sales
- Used and discount book stores
- Thrift stores
- Supermarkets
- School book fairs

Sometimes you can find books for free--in friend's attics or basements or from other parents whose children have outgrown their story books.

You and your child can also make your own books. Tell your own story to go along with the pictures from newspapers and magazines, family photographs or drawings. Help your child make up her own story. You could tape record the stories and write them down later. Often these personal picture books become family treasures.

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"Three things you cannot do for anyone else: eat, sleep and go to the toilet."

Helen Wheeler Smith

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TOILET TRAINING

A PRACTICAL GUIDE TO SOME COMMON QUESTIONS

pamphlet produced by:
Tracy M. Fulton

Signs of Readiness

Though two-and-a-half seems to be a likely time to begin toilet training, it is often better to use several criteria to determine if your child is ready.

* Showing imitative behavior-brushing teeth, shaving, setting the table;
* Showing evidence of wanting to put toys and other possessions where they belong;
* Able to help dress and undress self;
* Showing an interest in using the toilet;
* Staying dry for longer periods of time;
* Able to sit down and play quietly for a period of time;
* Child seems to be uncomfortable after going to the bathroom in diapers;
* Telling you that she is about to go, is going or has gone to the bathroom.

Some Helpful Tips

* Don't pressure your child by forcing him to sit on the toilet for long periods of time.
* Provide a potty that is comfortable. The best is one that allows your child to place his feet firmly on the ground.

The trick, it seems, is to relax, let the kids take the lead, make it their responsibility, not yours. And praise...praise...PRAISE.

* Keep diapers off as much as possible. This helps children learn or become aware of the fact that urine and bowel movements come from them.
* Children who still drink a lot from bottles will have a harder time being trained because their greater liquid intake causes more frequent wetting.

Solving Common Problems

What if the training is going badly?
It is best to drop the whole thing for a few weeks and re-introduce the training later.

Should little boys sit down or stand up to urinate? Toilet training is most successful when it is based on the child's own sense of accomplishment, so allow the child to choose.

What about staying dry all night?
You can lead your child to the bathroom 2-3 hours after falling asleep. After urinating, he will probably stay dry all night.

What about accidents?
Most children have accidents after they're trained. Act casual about this, it is normal.

100 WAYS YOU CAN STOP VIOLENCE...

1. Make a child smile today.
2. Make a stranger smile.
3. Be an exception to somebody's stereotype of you.
4. Be slow to anger, slow to accuse, quick to tolerate.
5. Be charitable toward rude people – they don't know better.
6. Become a foster parent.
7. Learn about your neighbor's culture.
8. Learn another language.
9. Organize or join a neighborhood, block, or building improvement group.
10. Read to your children.
11. Don't buy toy guns.
12. Don't buy real guns.
13. Don't hit your kids.
14. Don't hit anyone.
15. Support social programs that make people's lives better.
16. Boycott pornography.
17. Use courtesy–it's disarming.
18. Work for justice.
19. Say hello to your neighbor.

47. Object to jokes that ridicule gays and lesbians.
48. Support mental health services.
49. Encourage state and federal gun control legislation.
50. Write a letter protesting a violent television program.
51. Write a letter protesting a violent film.
52. Organize an international food fest at your church, at your school, or in your neighborhood.
53. Teach children to respect themselves and others.
54. Choose children's books that accurately portray different minority groups.
55. Get to know one person who was raised in a culture very different from your own.

59. Celebrate uniqueness.
60. Set a good example.
61. Become a foster parent to an abused child.
62. Teach your children to recognize and appreciate differences among people.
63. Perform random acts of kindness.
64. Start or join community policing in your area.

72. Teach conflict resolution in schools –for all ages from kindergarten on.

85. Spend "quantity time" as well as "quality time" with your children.
86. Learn about your own cultural heritage from your parents or grandparents. Teach it to your children.
87. Practice the Golden Rule - treat others the way you want to be treated.
88. Make spending time with your children a number one priority.
89. Learn to speak Spanish or Greek or Swahili or any language new to you.
90. Dare to get involved.
91. Speak out for good social programs.
92. Use humor.
93. Avoid a conflict. Usually it's not worth it to argue.

WE THE PEOPLE

In Order To Form A More Perfect Union...

97

Establish Justice

98

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Insure Domestic Tranquility.

20. Learn to appreciate differences.
21. Be responsible for your own actions.
22. Respect each person's individuality.
23. Monitor your children's TV programs, movies, and video and computer games.
24. Be a good example of tolerance.
25. Try not to use the word "they" or phrases like "you people."
26. Teach patience.
27. Work for fairness.
28. Don't retaliate.
29. Take a trip to a Native American reservation.
30. Teach a child to settle disagreements nonviolently, with words.
31. Teach respect.
32. Be worthy of respect.
33. Be fair.
34. Empathize.
35. Learn to walk in another's shoes.
36. Try to understand why others may act the way they do.
37. Refuse to hate.
38. Don't litter. Pick up trash even if it isn't yours.
39. Speak out against hate.
40. Support a gun and ammunition tax to help pay for health care.
41. Resist cynicism.
42. Dress in ethnic clothing from your own background or someone else's for a day.
43. Teach conflict resolution.
44. Let someone get ahead of you in line, or in traffic.
45. Pay child support.
46. Curb disparaging remarks.

56. Learn to appreciate the rich assortment of different peoples this country offers.
57. Say "no," to jokes about racism, women, rape, minorities, religions, nationalities.
58. Watch your own anger–talk it out, write it out, sing it out, but don't act on it.

65. Volunteer at a shelter for battered women or for runaway youths.
66. Live simply so others may simply live.
67. Keep a journal; write down your worries and frustrations, good things, too!
68. Contact a local university. Ask a foreign student to spend Thanksgiving with your family.
69. Talk to children.
70. Listen to children.
71. Help children develop sound value systems.

73. Take time to do one favor for someone every day.
74. Treat children as you wish you had been treated.
75. Relax by exercising or taking a walk. Ride a bike.
76. Show children the value of education and hard work.
77. Take a deep breath and count to ten.
78. Meditate.
79. Mediate conflict.
80. Don't put people down.
81. Practice patience.
82. Hug your kids.
83. Find a way to help people in need. Service is the "rent" we pay for living.
84. Take a friend to dinner at an ethnic restaurant.

94. Support nonviolent video and computer games.
95. Show another parent how to discipline a child without hitting.
96. Volunteer at a nursing home or public library or police department or homeless shelter or food kitchen.
97. Fix the problem, not the blame.
98. Help a group of children (school, religious group, community center) make a video tape about diversity.
99. Keep on trying. Change comes slowly.
100. Don't get discouraged. "Hope is like a road in the country. There never was a road, but when many people walk the same path, a road comes into existence."

[redacted] ASSOCIATION [redacted] SOCIAL WORKERS [redacted] 750 FIRST ST. NE WASHINGTON DC [redacted] ©NASW 1994 [redacted] MARCH IS SOCIAL WORK MONTH

"If you feel emotionally empty before you start a relationship, you will feel just as empty once you are in a relationship."

Barbara DeAngelis, PH.D.

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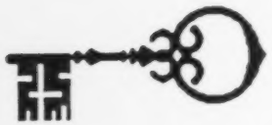
prepared by T.M. Fulton

Partner Relationships



The Key to Avoiding Who is **Wrong** and Finding Out Who is **Right** For You

7 Wrong Reasons to be in A Relationship

1. Pressure (age, family, friends etc.)
2. Loneliness and Desperation
3. Sexual Hunger
4. As a distraction from your own life.
5. To avoid growing up.
6. Guilt
7. To fill up your emotional or spiritual emptiness.

"The More You Love Yourself, The Less You'll Allow Others To Mistreat You."

Falling in Love for the Right Reasons

Because you feel full of love and want to share it.

Because you are willing to learn more about yourself by looking in the mirror of your beloved.

LOVE MYTH

1. True love conquers all.

2. When it's really true love, you will know the moment you meet the other person.

3. There is only one true love in the world who is right for you.

4. The perfect partner will fulfill you completely in every way.

5. When you experience powerful sexual chemistry with someone, it must be love.

"When you choose a partner based on what he can offer you materially rather than what he can offer you emotionally, you will end up in the wrong relationship."

LOVE REALITY

Love is not enough to make a relationship work-it needs compatibility and commitment.

It takes just a moment to experience infatuation, but true love takes time.

It is possible to experience true love with more than one person-there are many potential partners you could be happy with.

The right partner will fulfill many of your needs, but not all of them.

Good sex has nothing to do with true love, but making love does.

6 Qualities to Look for in a Partner

1. Commitment to personal growth.
2. Emotional Openness
3. Integrity
4. Maturity and Responsibility
5. High Self-Esteem
6. Positive Attitude Towards Life

"god save the children
trapped in the game
living in fear
hiding in pain
battered by devils
screaming in vain
feeling the wrath
then doing the same"

Steve Lynch in
The Carleton Voice

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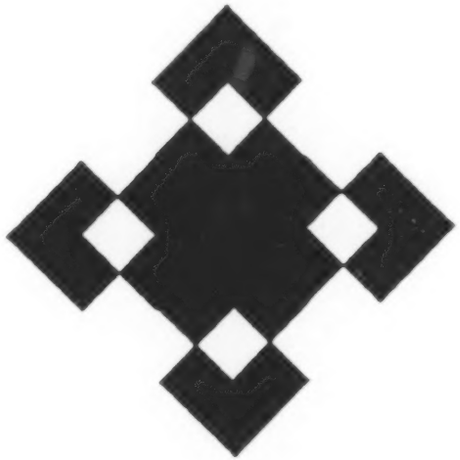
Families and Communciation:



Be a Part of The Solution Not The Problem

prepared by T.M. Fulton

Fun Ways For Your Family To Communicate

Write letters to your children.

Create a Family Flag

Fly your special flag at:

- Birthdays
- Family Reunions
- Picnics
- Holidays

Share Superstitions

"Find a penny pick it up and all day you'll have good luck."

Enter Contests Together

Make a tape of your family's favorite songs.

Record yourself reading your child's favorite stories. They can listen to it when you are away.

Gather all of your family's favorite recipes and put them into a Family Cookbook. Let your children decorate it.

Let your kids teach you something that they have learned.

Create a Family Bulletin Board.

Do homework together.

What to do when Family Communication Lines Break Down

One of the best things that you can do for your child is to teach them how to practice "Fair Fighting."

- Fair Fighting NEVER means hurting the other person.
- The goal of Fair Fighting is to solve the problem, not win the fight.
- Avoid lecturing, but be specific.
- Be honest.
- Don't assign blame.
- Use active listening.
- Fight about one thing at a time.
- Be assertive, not aggressive.

If you are too angry, count to ten or walk away until you can control your anger.

If your family needs help in solving problems, there is always help...

Allegheny County Children and Youth Services.....355-5701

Childline.....1-800-932-0313

Women's Center and Shelter... 687-8005

Center for Victims of Violent Crime 392-8582

United Way Helpline....255-1155

Teen Hotline of Children's Hospital 7pm-11pm 771-8336

The Whale's Tale...661-1800

Allegheny County Board of Assistance.....565-2146

Family Abuse Council... 439-9500

Family Counseling Program... 471-1120

"Fears can be seen as a window into the inevitable periods of adjustment which all children must go through."

T. BRAZELTON

Goodwill Literacy Initiative
of Pittsburgh, Pennsylvania
and
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The BOOGIE MAN

and other Childhood Fears

prepared by T.M. Fulton

Day In and Day Out-
The "BOOGIE-MAN"

* I would like to know who invented the fearful "Boogie Man." Many years ago, I remember my older brother telling me about "him" by giving me an indepth description of "his" appearance and relentless goal of always frightening children when the lights are out. It seems as if he has always existed - at least in the minds of young children who are afraid of the dark.

* Most children go through a stage of being afraid of the dark. It may be due to the world renown "Boogie Man" or some other unfounded fear. If your child has such a fear - offer reassurance. Don't be impatient, make fun, or try to argue the child out of his fears.

Instead:

Place a night light in the room if the child wants one.

Allow the bedroom door to remain open so that the child can hear you and not feel alone.

Assure the child that you understand that nothing will happen.

Give extra attention and comfort to your child.

Your attitude in this situation can be more important than what you say.

No More Fears

Once you've helped your child to cope with a fear, you are ready to take the next step: Helping your child *overcome* a fear. Try this four-step process as recommended by Dr. Garber:

1. Enlist your child's imagination. If she's afraid of monsters under her bed, for example, help her relax and form a mental picture of a peaceful, secure bedtime setting. Then help her to visualize herself coping with her fear, perhaps making friends with a mean monster!

2. Make sure your child has no misconceptions about a feared object or situation. The Garbers once worked with a 5-year-old boy named Thomas who was terrified of stormy weather. It turned out that he had taken literally his grandmother's comment that he was so skinny, the wind would pick him up and carry him away. The Garbers read weather books with Thomas and used a fan to show him that even a strong breeze can move only the lightest objects.

3. Set up situations where your child can observe others dealing with their fears. When she was 9 years old, Kerry was too afraid of separating from her mother to spend the night away from home, but she wanted to go on a church retreat scheduled for later in the year. Her parents arranged a slumber party at their house so that Kerry could see how her friends dealt with being away from home.

"Few things help an individual more than to place responsibility upon him and to let him know that you trust him."

Booker T. Washington

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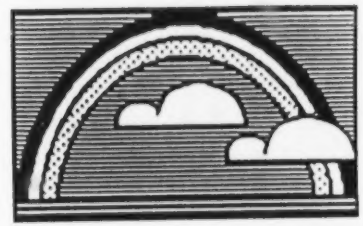
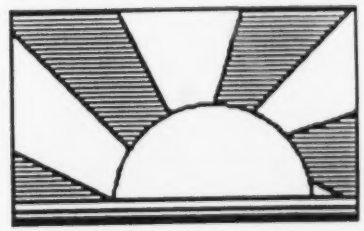


Positive Discipline



prepared by T.M. Fulton

Lee Canter's Assertive Discipline

Assertive Discipline is a step-by-step approach for teaching your child how to behave appropriately. To achieve success, you must:

-Have a take-charge attitude
-Use a firm, yet calm way of communicating to your child
-Have predetermined plan of action

The Assertive Discipline Plan

This is a 3 part system for dealing with behavioral problems.

1. **The Rule**: Rules must be established *before* the problem occurs (when that is possible).
Example: Follow directions the *first* time that they are given.

2. **The Consequence:** These should relate to both the behavior and the child's age. They should never be physically or psychologically harmful to your child.
Example: "The Crabby Chair"
Set up a consequence that when your child misbehaves, he or she will have to spend time in the crabby chiar. This "time out" should last one minute for each year of age (five minutes for a five year old).

The Reward: A reward should be established for when your child does follow the rules. Remember to balance negative consequences with positive reinforcement.
Example: Your child can earn special evening with you at the library. Praise should frequently be used as a type of reward for your child.

Be Consistent! Every time that your child's behavior warrants it, you must follow through with the consequene that you promised to use.

Discipline and Power

Empower kids to take increasing control of their lives.

Distinguish between punishment and discipline:

☆ Parents punish to control their kids.
☆ Parents discipline to teach kids to control themselves.
☆ Set clear and reasonable limits for your children.
☆ Children constantly push to test the limits and ensure that the limits are secure.

Establish Routines and Structure

☆ Children feel secure when routines are followed.
☆ When family time is structured, children are more likely to know what to expect and less likely to misbehave.
☆ Establish a morning routine:
Give your child an alarm clock and teach him how to use it.

-Have your child lay out his clothes the night before.
-Make lunches the night before or teach your child how to.
-Develop a schedule for bathroom use.
-Put a box by the door which your child can place things that must go to school the next day.

☆ Routines help to elimate bickering.
☆ A peaceful morning sets the tone for the rest of the day.

"Set standards of behavior that you require of your child at home, in school or in other public places. Expectations should be clearly communicated so that your child knows exactly how you want him or her to behave."
Lee Canter